Grade 5 English Language Arts

# UNIT ORDER

1. Active Reading Strategies & Intro To Fiction
2. Narrative Writing
3. Introduction to Nonfiction
4. Inferences/Generalizations /Text Evidence: Paired Passages and TDA
5. Introduction to Poetry
6. Point of View/Main Idea Authors Purpose: Paired Passages
7. Opinion Writing
8. Summarizing / Analyzing Text / Unpacking Poetry
9. Informative Writing
10. Friendly Letter Writing
11. Author Research / Formal Letter Writing
12. Novel Studies

# This curriculum is aligned to the PA Academic Standards for English Language Arts (PA Core ELA adopted March 1, 2014) for Grade 5.

# Accelerated Reader

* Students will be expected to read independently outside of class and demonstrate this independent reading through the use of Accelerated Reader quizzes.

o ELA teachers should provide frequent assistance and feedback to students to help them select books that are at the appropriate independent reading level. This is especially critical when reading non-fiction text.

o Book selection (within the appropriate reading level range) should be based on student self-selection. It is acceptable for ELA teachers to set minimum requirements for non-fiction reading, but these minimums must not constitute more than 1/3 of the total points.

* Independent reading via Accelerated Reader will count for 10% of the marking period grade.
  + Grade may be based on total points, accuracy, and/or meeting reading level targets.

# Writing

* Students should be expected to write **everyday** throughout the ELA class for a variety of purposes, in varied lengths, and in a variety of formats.
* Writing is encouraged as a form of formative and summative assessment, as well as for active engagement within the classroom giving every student the opportunity to participate.
  + Formative Assessment Examples: bellringers based on objectives for the day before, exit slips, mid-class checks for understanding, vocabulary activities
  + Summative Assessment Examples: Text-Dependent Written Responses, Essays
  + Engagement Strategies: Pre-reading predictions, making text connections, questioning during reading, thinking and analyzing quick writes
* Writing should be shared/reviewed (peer, group, teacher, etc). A generic time for “daily journal" is discouraged. Feedback on writing should be provided frequently and in a timely manner. Writing should be directly related to the instructional content and used as a strategy with purpose. Writing can be used for further editing and/or grammar instruction.
* Formal instruction in informative, persuasive, and narrative writing is included within the curriculum.

# Grammar

* Grammar instruction will occur within the context of writing with mini-grammar lessons and conferences incorporated throughout the curriculum. Objectives for grammar instruction are included throughout the curriculum outline.
  + Mini-grammar lessons (10-20 minutes) include a focus on a specific skill, rule or grammar principle and then students reviewing and editing their own writing.
  + Grammar topics are included/assessed as focus correction areas in writing.
  + Assessment of grammar is included within editing writing activities and focus correction area within writing assignments.

MINI-GRAMMAR LESSONS - GRADE 5

|  |  |
| --- | --- |
| Grammar Topic | Unit |
| Conjunctions | Informative Writing |
| Prepositions | Informative Writing |
| Interjections | Narrative |
| Perfect verb tense | Persuasive |
| Use verb tense to convey time, sequences, states and conditions | Narrative |
| Inappropriate shifts in verb tense | Persuasive |
| Correlative conjunctions (e.g. either/or, neither/nor) | Point of View Unit |
| Recognize and correct sentence fragments | Narrative |
| Recognize and correct run-on sentences | Narrative |
| Beginning sentence capitalization, ending punctuation | Narrative |
| Frequently confused words (to, too, two; they're, their, there) | Narrative |
| Subject-verb agreement | Point of View Unit |
| Pronoun-antecedent agreement | Inference/Text Evidence/ TDA |
| Punctuation separate items in a series | Opinion Writing |
| Use a comma to separate an introductory element from the rest of the sentence | Opinion Writing |
| Use a comma to set off the words yes and no (Yes, thank you), to set off a tag question from the rest of the sentence (It's true, isn't it?) and to indicate direct address (Is that you, Steve?) | Narrative |
| Use underlining, quotation marks, or italics to indicate titles of works | Inference/Text Evidence/ TDA |
| Expand, combine, and reduce sentences for meaning, reader/listener interest and style | Opinion Writing |
| Choose words and phrases to convey ideas precisely | Summarizing/Analysis |
| Choose punctuation for effect | Persuasive |
| Choose words and phrases for effect | Persuasive |

# Vocabulary Instruction

**5-10 minutes per day of embedded vocabulary instruction**

#### Objectives:

* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on curricular reading and content.
  + Use context as a clue to the meaning of a word or phrase.
  + Use common Greek or Latin affixes and roots as clues to the meaning of a word.
* Demonstrate an understanding of word relationships and nuances in word meaning.
  + Interpret figurative language
  + Use the relationship between particular words to better understand each of the words (ex: synonym and antonym)
  + Recognize and explain the meaning of common idioms, adages, and proverbs

#### Instructional Guidance:

* Can be at beginning, middle or end of period.  Can be spread throughout class period (ex: introduce a word as a pre-reading activity for a selected passage)
* **5-7 words per week (or “active” at a time) maximum** – Vocabulary words selected from text(s) being read and studied in class and not from isolated lists. Vocabulary words can be introduced individually or in very small chunks.
* Words “**worked with 8-12 times**” – in small chunks before final assessment. Based on formative assessment during word work, some words may be ready for final assessment after 6 interactions while others may need to stay “active” and be worked with 12-15 times.
* NOT intro on Monday, define from dictionary, write sentences, test on Friday
* “Retired” words should be reinforced continually and reviewed (can be re-assessed) using word wall activities throughout the year.

Sample Instructional Routines

* + **3 minutes** – Bellringer activity while you are taking roll – have students pick one word already introduced from Word Wall and write an antonym (word or phrase) for it.  Pair /share and then group share a few.
  + **7 minutes** – Introduce new word from reading during “before reading” activity – give definition – have students draw picture to describe/define based on what you said – pair/share – clarify as needed- add to word wall
  + **6 minutes** – as you transition from one activity or topic to another part of lesson – have students quick write a way the word “consensus” currently being studied relates to 2 other words from word wall somehow and give explanation/reason they “relate” – Pair/share/group share/clarify as needed.
  + **4 minutes** – Exit Slip – as a class you have worked with the word “deliberate” at least 8-12 times.  Ask students to write a sentence using the word deliberate or write a explanation of what deliberate means on an exit slip.  Collect and grade as an assessment for the word (you’ll need to be sure absent students complete this later).
  + **10 minutes** – You introduced/added the word “consensus” yesterday to the Word Wall.  Today you review the Latin root “con” – have students in partners (maybe clock partners) brainstorm all of the words they can think of that contain “con” and then group share and determine how they relate to Latin root (or if they are a “false root”). During upcoming weeks – take any opportunity to show/use words with that root or recognize when students do.
  + **6 minutes** – Based on exit slips yesterday and pair/share discussion, you realize students are using emaciated as a synonym for sick and don’t understand the real meaning of the word (excessively thin). You show a drawing (carefully chosen to not be too graphic) of an emaciated dog and a picture of a person with the flu on the whiteboard and ask students to quick write the difference between emaciated and sick.

Assessment:

* Exit slips or other types of written assessment of single or multiple vocabulary words
* Objective quizzes
* Question and answer
* Writing activities related to vocabulary objectives
* Homework/classroom activities related to objectives

#### Suggested Instructional Activities/Vocabulary strategies:

* Word/concept maps
* Quick drawing and quick writings
* Word Wall activities
* Bell-ringers and exit slips
* Contextual redefinition
* Root study connected to word
* Word sorts

# Read - Aloud

Purposes: improve listening skills, build vocabulary, model and aide development of reading comprehension, model fluent reading, allow all students to access increasingly difficult and challenging text, practice development of active reading strategies

* Approximately 15 minutes per day devoted to teacher read-aloud activities (including associated Before-During-After reading and discussion activities).
* Texts should be of varying lengths and genres (ex: novels, short stories, poems, non-fiction). Texts at a higher level than student independent reading level are encouraged. Text to be read aloud may be text to be used within instructional units outlined below or reading for group enjoyment.
* Students should be actively engaged in before-during-after reading activities to facilitate comprehension and to prevent this from becoming a passive student activity.

#### Assessment:

* Group and small group structured discussion activities (with rubric)
* Objective quizzes
* Question and answer
* Written responses (including text-dependent analysis)

#### Suggested Instructional Activities

* Teacher modeling of think-aloud and active reading strategies
* B-D-A strategies (before, during, after reading)
* Pair/sharing and small group sharing
* Listen, Make a Mental Movie, Sketch, Pair/Share activity

# Unit #1: Active Reading Strategies & Intro (8-12 days)

#### Objectives:

* Independently demonstrate the effective use of at least five active reading strategies using a variety of passages from multiple genres. Examples of active reading strategies include: questioning, connecting, predicting, evaluating, previewing, visualizing, clarifying, inferring, summarizing and synthesizing.
* Identify the **elements of fiction** in various texts.
* Determine how **characters** in a story or drama respond to challenges.

#### Assessments:

* Graded independent practice with individual strategies using a variety of texts
* Bellringers, exit slips, and other written assessment of strategy
* Writing responses to text or text related topics (grammar self and/or peer editing).
* Required FINAL UNIT ASSESSMENT: Students read an unfamiliar passage and demonstrate use of at least three strategies (graded using a rubric to assess appropriate use of reading strategies)

#### Instructional Guidance:

Provide direct instruction on at least **FIVE** active reading strategies, model, provide guided practice, and then independent practice using a variety of shorter fiction and nonfiction passages (include a variety of genres).

**Active Reading Strategies**  
   
**Questioning**- Ask questions about the text. What are you confused by? What is motivating the character(s)? Why are certain things happening? Why might the author have used that word or that setting?

**Connecting** - Connect personally with what you are reading. Think of similarities between the descriptions in the selection and what you have personally experienced, seen, and heard or read about. Also, connect to anything you may have already read or seen in media (movies, news broadcasts,   
newspapers, magazines, Internet).

**Predicting**  - Try to figure out what the text will be about, will happen next and how the selection might end. Then read on to see how accurate your guesses are.

**Evaluate -** Form opinions about what you’ve read, both while you’re reading and after you’ve finished. Develop your own ideas about characters and events. Make a logical guess or come to a conclusion based from the story or text.

**Previewing text and vocabulary** - Before reading, look at any titles, subheadings, charts, graphs, and captions. Talk out loud as a whole group, inviting students to make predictions about what they are going to read. Scan the text and ask students to point out words or phrases that are new to them, confusing or they wonder about at first glance.

**Visualize -**Describe the images you see as the author describes them. Use the details from the text to create the “movie in your mind.”)

**Clarify -** Stop and check whether you understand the text. Read on, and sometimes even reread, and your understanding may change and develop. When you find the answers to any questions you have had, note them in the text.

**Infer -** Act like a detective and use clues from the text to help figure out what is happening, what the author is trying to say, or what may happen next.

**Summary Statement or Main Idea Statement-**Short, quick statement telling what text is mainly about

**Text Annotating -** Talking to the text by marking up the text to show your observations and thoughts.

#### Suggested Texts and Resources

* Grade level/ Lexile level passages from readworks.org
* Common Core text exemplar lists
* Text passages from reading series resources
* Mixed length passages representing a variety of genres (fiction and non-fiction)

# Unit # 2: Narrative Writing (8-12 days)

#### Objectives:

* Plan for narrative writing using a **story map or other graphic organizer**.
* Establish a situation.
* Introduce and develop **narrator and/or characters.**
* Create a storyline that clearly **sequences events (beginning, middle, end).**
* Provide an appropriate **conclusion.**
* Provide **details and elaboration** to support writer’s purpose.
* Use **narrative techniques** to develop characters, experiences or events
  + Dialog, plot development, pacing, description
* Use a variety of **transition words** and phrases to convey sequence and to signal shifts from one time frame or setting to another.
* Uses **sensory language and sentence structure** to convey experience and events.
* Mini-Grammar Lessons
  + Use verb tense to convey time, sequences, states, and conditions
  + Use a comma to set off the words yes and no (Yes, thank you), to set off a tag question from the rest of the sentence (It's true, isn't it?) and to indicate direct address (Is that you, Steve?)
  + Frequently confused words (too, to, two; they’re, their, there; your, you’re)
  + Interjections
  + Recognize and correct sentence fragments
  + Recognize and correct run-on sentences
  + Beginning sentence capitalization, ending punctuation

#### Assessments:

* Assessments of ***individual*** objectives/skills related to narrative writing (objective quizzes, writing exercises and activities)
* Required: **Minimum of two full length essay responses** (at least one **must** be independent prompt with no assistance) graded based on focus correction areas
* Graphic organizer assessments
* Peer and self editing exercises

#### Instructional Guidance:

Reinforce writing skills and mini-grammar lessons taught in previous units. Emphasize the personal narrative essay as well as the narrative story.

Suggested Texts and Resources:

* Writing graphic organizers
* Collins Writing Focus Correction Areas
* PDE PA Core PSSA Item Sampler with Scoring Rubrics

# Unit # 3: Introduction of Non-Fiction (4-6 days)

#### Objectives:

* Interpret **text features** such as headings, graphics, charts, etc.
* Make **connections between text and the content of text features**.
* Compare and contrast the overall **text structure** of events, ideas, concepts or information and text features in two or more texts.
  + Chronology, comparison, cause/effect, problem/solution

#### Assessments:

* Class and/or homework activities directly related to objectives
* Written responses (varying lengths)
* Objective quizzes as appropriate

#### Instructional Guidance:

This is a short introduction to non-fiction. Non-fiction texts will be used throughout later units and will involve more in-depth analysis in these later units.

Suggested Texts and Resources:

* PSSA PA Core ELA Item Samplers
* Text passages from reading series
* Grade level/Lexile level passages from readworks.org
* Textbooks from other classes

# Unit # 4: Inferences, Generalizations and Text Evidence: Paired Passages and Text Dependent Analysis (TDA) (25-35 days)

Objectives:

* **Quote accurately from a text** when explaining what the text says explicitly.
* Make an **inference** based on text evidence
* Make **generalization** based on text evidence.
* Using specific **text evidence** to support ideas when responding to prompt based on a text
* Mini-Grammar Lessons
  + Expand sentences for meaning, reader/listener interest and style
  + Combine and reduce sentences for meaning, reader/listener interest and style
  + Pronoun-antecedent agreement
  + Use underlining, quotation marks, or italics to indicate titles of works

#### Assessments:

* Graphic organizers requiring text evidence
* Objective quizzes/tests
* Written responses (varying lengths)
* Class and/or homework activities directly related to objectives
* Peer and self-editing
* REQUIRED: A minimum of two graded text dependent responses scored using the PDE text dependent analysis scoring rubric (at least one must be cold/independent).

#### Instructional Guidance:

This unit will include a mix of fiction and non-fiction passages. Reinforce skills learned in prior units throughout. Reinforce use of active reading strategies when reading new passages. Use at least one “non-traditional” text (photo or painting, visual, 1-2 minute video, graphic organizer or chart, song, etc).  
Provide direct instruction, modeling, guided practice and independent practice for making inferences and generalizations.  
Text-dependent prompts will also be used throughout the other units in this course as a way to assess both critical reading and writing skills.   
The number of body paragraphs should be based upon the prompt/text dependent analysis question. While a five paragraph essay is a good rule of thumb and provides a good structure for the students, the written essay should be based on the prompt. The length of body paragraph should be sufficient to provide thorough elaboration (4-7 sentences is a good rule of thumb).

#### Suggested Texts and Resources:

* PDE PA Core ELA Item Samplers
* PDE SAS website
* Text passages from reading series
* Common Core text exemplars
* Grade level/ Lexile level passages from readworks.org
* Mixed length passages representing a variety of genres (fiction and non-fiction)
* NY Engage resources

# Unit # 5: Introduction to Poetry (4-6 days)

#### Objectives:

* + Identify the basic and varied **structural elements of poetry**.
    - Stanza, rhyme, meter, line breaks, etc
  + Determine who is a **speaker in a poem** and analyze how this influences the poem.

#### Assessments:

* Class and/or homework activities directly related to objectives
* Written responses (varying lengths)
* Objective quizzes as appropriate

#### Instructional Guidance:

This is a short introduction to poetry. Poetry, with an emphasis on figurative language, will be used throughout later units and will involve more in-depth analysis in these later units.

Suggested Texts and Resources:

* PSSA PA Core ELA Item Samplers
* Resources from reading series
* Grade level/Lexile level passages from readworks.org

# Unit # 6: Point of View, Main Idea and Author’s Purpose: Text Sets and Paired Passages (15-23 days)

#### Objectives:

* Determine **two or more main ideas (central ideas) of a text** and explain how they are **supported by key details.**
* Analyze **multiple accounts of the same event or topic**, noting important similarities and differences in the point of view they represent.
* Examine the **relationships or interactions** between two or more individuals, events, ideas, steps or concepts in a historical, scientific, or technical text based on specific information in the text.
* Explain **how an author uses reasons and evidence** to support particular points in a text, identifying which reasons and evidence support which points.
* Determine how the **speaker in a poem reflects** upon a topic
* Describe how a **narrator's or speaker's point of view influences how events are described**
* Describe an **author's purpose** and explain how it is conveyed in a text
* **Compare and contrast two or more events** in a story, drama, or poem using specific text evidence.
* **Integrate information from several texts on the same topic** in order to demonstrate subject knowledge. REQUIRED: Text Dependent Analysis graded assessment
* Mini-Grammar Lessons
  + Correlative conjunctions (either/or, neither/nor)
  + Subject-verb agreement

#### Assessments:

* Required: Two graded text dependent analysis questions (includes one as noted for specific objective above)
* Written response (varying lengths)
* Objective quizzes/tests
* Class and/or homework activities directly related to objectives

#### Instructional Guidance:

Use close reading strategies for passages that are challenging and complex.

Provide direct instruction, modeling, guided practice and independent practice for objectives.

Suggested Texts and Resources:

* PDE PA Core Item Sampler
* PDE SAS
* Grade level/ Lexile level passages from readworks.org
* Current events readings
* Government publications
* Common Core text exemplar lists
* Texts/passages from reading series resources
* Text Sets related to the following Topics (Aligned to PC Grade 5 Science and Social Studies Curricula)

Native Americans  
Exploration  
Colonial America  
Natural Resources  
Plants : Diversity, Adaptation, Function

# Unit # 7: Opinion Writing (10-15 days)

Pre- Assessment – Cold Opinion Writing Prompt scored using opinion writing rubric (holistic score of 0-4). Score using holistic rubric (not counted in student grade) to provide a baseline. Return to students with general feedback, keep to use for editing throughout the unit and refer back to at end of unit to measure growth.

#### Objectives:

* Plan for writing by creating an appropriate graphic organizer to respond to an opinion prompt.
* Create an **introduction** to persuasive writing that introduces a claim effectively.
* Write a **thesis statement** that clearly outlines the argument or claim.
* Provide **logically ordered reasons** that are supported by facts and details.
* **Link** opinions and reasons using words, phrases, and clauses (e.g. consequently, specifically).
* Establish and maintain a **formal style** within an opinion essay.
* Provide a **conclusion** that reinforces the claims and reasons presented.
* **Edit self and peer writing** based on specific focus correction areas (Grammar FCA's selected based on lessons already taught).
* Mini-Grammar Lessons
  + Choose punctuation for effect
  + Choose words and phrases for effect (tone)
  + Perfect verb tense
  + Inappropriate shifts in verb tense
  + Punctuate separate items in a series
  + Use a comma to separate an introductory element from the rest of the sentence

#### Assessments:

* Assessments of ***individual*** objectives/skills related to opinion/persuasion (objective quizzes, writing exercises and activities)
* Required: **Minimum of two full length essay responses** (at least one **must** be independent prompt with no assistance) graded based on focus correction areas
* Graphic organizer assessments
* Peer and self editing exercises

#### Instructional Guidance:

Emphasize the importance of relevant, logically ordered reasons to support opinion. Be sure students are using formal style for writing throughout.

#### Suggested Texts and Resources:

* Writing graphic organizers
* Collins Writing Focus Correction Areas
* PDE PA Core PSSA Item Sampler with Scoring Rubrics

# Unit # 8: Summarizing and Analyzing Text, Unpacking Poetry: Text Sets and Paired Passages (17-23 days)

Objectives:

* **Summarize** a text.
* Determine a **theme** of a text (including story, drama and poem) using text evidence.
* Determine how **characters** in a story or drama respond to challenges.
* Interpret **figurative language** (simile, metaphor, personification) in context.
* Recognize and explain the meaning of common **idioms, adages, and proverbs**
* **Compare and contrast two or more characters** in a story, drama, or poem using specific text evidence.
* **Compare and contrast two or more settings** in a story, drama, or poem using specific text evidence.
* **Compare and contrast stories in the same genre** on their approaches to similar themes or topics.
* Mini-Grammar Lessons
  + Choose words or phrases to convey ideas precisely

#### Assessments:

* Required: Minimum of two graded text dependent analysis questions based on objectives
* Written response (varying lengths)
* Objective quizzes/tests
* Class and/or homework activities directly related to objectives
* Required FINAL UNIT ASSESSMENT: Must include a cold text passage with PA Core level multiple choice questions and text dependent response.

Instructional Guidance:

Texts must include a variety of genres including stories, drama and poetry.

Note that objectives require that students apply these skills to a variety of texts. It is not sufficient to just define, identify, or explain. For example, students must not only identify figurative language in text, but they also have to be able to interpret and analyze its use in a passage.

#### Suggested Texts and Resources:

* Novels or novel excerpts from approved novel list
* PDE PA Core Item Sampler
* PDE SAS
* Grade level/ Lexile level passages from readworks.org
* Common Core text exemplar lists
* Texts/passages from reading series resources

# Unit # 9: Informative Essays (8-12 days)

Pre- Assessment – Cold Informative Writing Prompt scored using informative writing rubric (holistic score of 0-4). Score using holistic rubric (not counted in student grade) to provide a baseline. Return to students with general feedback, keep to use for editing throughout the unit and refer back to at end of unit to measure growth.

The purpose of this unit is to provide specific direct instruction on the critical components of informative writing.

#### Objectives:

* **Plan for writing** by creating an appropriate graphic organizer to respond to an informative prompt (non-text dependent).
* Write an effective **thesis statement** in response to an informative prompt.
* Demonstrate the use of at least two different styles of **introductions** in response to an informative prompt.
* Write a **conclusion** that effectively concludes an essay and includes a summary of key points.
* Write at least three **body paragraphs** containing relevant details.
* Use appropriate **transitions t**o separate ideas.
* Use a variety of **sentence structures**/**patterns** (at least three).
  + Open with a prepositional phrase
  + Write a compound sentence using a coordinating conjunction.
  + Open with an adjective.
* **Edit self and peer writing** based on specific focus correction areas (Grammar FCA's selected based on lessons already taught).
* Mini-Grammar Lessons
  + Expand, combine, and reduce sentences for meaning, reader/listener interest and style *(reinforce – see sentence patterns below)*
  + Explain the function of prepositions
  + Explain the function of conjunctions

#### Assessments:

* Assessments of ***individual*** objectives/skills (objective quizzes, writing exercises and activities)
* Writing to learn activities for formative assessment
* Required: **Minimum of three full length essay responses** (at least one **must** be independent prompt with no assistance) graded based on focus correction areas
* Graphic organizer assessments
* Peer and self editing exercises

*Instructional Guidance:*

Direct instruction, modeling, guided practice and independent practice (graded assessments) must be provided for each of the objective components above individually as well as holistically in essay writing.

**Sentence patterns/structures**

**Open with a prepositional phrase.**

* + In the last act of Romeo and Juliet, the main characters give their lives for each other.
  + At dusk the deer become easier to spot.

**Write a compound sentence using a coordinating conjunction.**

* + The student expected an A in the course, for he had completed all assignments to the best of his ability.

**Open with an adjective.**

* + Excited, the children looked forward to going to Disneyland.
  + Anxious, the patient awaited the results of the test.

#### Suggested Texts and Resources:

* Writing graphic organizers
* Collins Writing Focus Correction Areas
* PDE PA Core PSSA Item Sampler with Scoring Rubrics

# Unit # 10: Friendly Letter Writing (3-5 days)

#### Objectives:

* Write a friendly letter using appropriate style, format and tone.

#### Assessments:

* Friendly letter (scored using rubric- scoring criteria)
* Peer and self-editing exercises

#### Instructional Guidance:

This unit may be used in conjunction with 5th grade transition activities. Students in grade 4 and 5 may correspond via letter to each other regarding the transition to the middle school.

#### Suggested Texts and Resources:

* Samples of friendly letters
* Primary source documents (personal letters)

# Unit # 11: Author Research / Formal Letter Writing (10-20 days)

#### Objectives:

* Conduct short research focused on a young adult author using appropriate sources.
* Properly identify and cite sources of information.
* Write a formal letter.

#### Assessments:

* Research artifacts (notecards, graphic organizers, bibliographies, etc)
* Author letter (graded based on rubric)
* Peer and self editing exercises

#### Instructional Guidance:

Students compose a letter to a favorite author. Collaboration with library media specialist on this project is encouraged. This coincides well with novel, Dear Mr. Henshaw (possibly use as read aloud prior to this unit).

Suggested Texts and Resources:

* Dear Mr. Henshaw
* Library Media Center resources

# Unit # 12: Novel Study (15-20 days)

Objectives:

* **A**nalyze components of literature such as character, setting, plot, symbolism, theme, tone, mood and style.
* Analyze the effectiveness of the author’s use of various literacy devices.
* Identify and correctly use new vocabulary acquired through the study of the novel.
* Report on a topic or present an opinion while speaking clearly with adequate volume, appropriate pacing, and clear pronunciation

#### Assessments:

* Short student presentation or project including multimedia or visual display (with grading rubric)
* Novel based classroom exercises / activities
* Homework projects or activities based on novel study
* Objective quizzes and tests
* Open-ended/ text -dependent student responses to literature

#### Instructional Guidance:

During novel study, include some type of opportunity for short formal student speaking (1-2 minutes).

Reinforce reading skills previously taught throughout the course.

#### Suggested Texts and Resources:

* Novels from approved novel list